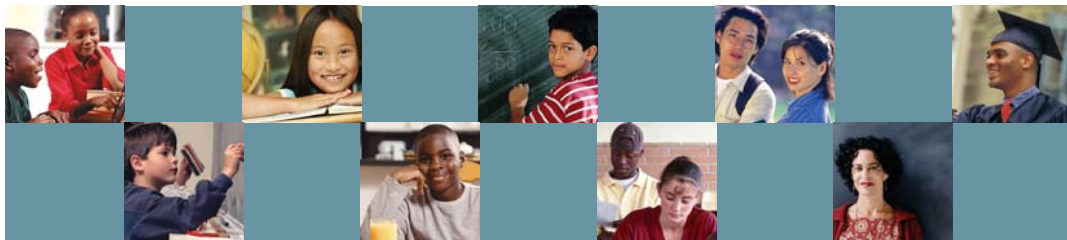


# the condition of education 2006



## INDICATOR 12

### Reading Performance of Students in Grades 4 and 8

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

**Suggested Citation:**

U.S. Department of Education, National Center for Education Statistics. (2006). *The Condition of Education 2006*, NCES 2006-071, Washington, DC: U.S. Government Printing Office.



# Academic Outcomes

## Reading Performance of Students in Grades 4 and 8

*National average reading scores of 4th- and 8th-graders have varied little over time, though both were 2 points higher in 2005 than in 1992: the average score of 4th-graders increased to 219, and the average score of 8th-graders increased to 262.*

The National Assessment of Educational Progress (NAEP) has assessed the reading abilities of students in grades 4, 8, and 12 in both public and private schools since 1992.<sup>1</sup> Between 1992 and 2005, national average reading scores of 4th- and 8th-graders varied little, though both were 2 points higher in 2005 than in 1992 (see supplemental table 12-1). Reported on a scale of 0–500, the average score of 4th-graders increased from 217 in 1992 to 219 in 2005, while the average score of 8th-graders increased from 260 to 262.

Achievement levels (*Basic*, *Proficient*, and *Advanced*) identify what students should know and be able to do at each grade and provide another measure of student performance. The percentage of 4th-graders at or above *Proficient* (indicating solid academic achievement) increased between 1992 and 2002 (from 29 to 31 percent) and has remained steady since then (see supplemental table 12-2). Seventy-three percent of 8th-graders were at or above *Basic* (indicating partial mastery of fundamental skills), and 31 percent were at or above *Proficient* in 2005. The percentage of 8th-graders at or above *Basic* has increased since 1992, but there has been a decrease in the percentage at or above either level since 2002.

Certain subgroups outperformed others in reading in 2005. For example, females outperformed males in both grades in 2005 (as they did in 1992) even though the average score for males increased between 1992 and 2005, while the average score for females remained steady (see supplemental table 12-3). White and Asian/Pacific Islander students outperformed their Black, Hispanic, and American Indian peers in both grades. Between 1992 and 2005, the average score increased for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders (ranging from 5 to 13 points) and for White, Black, and Hispanic 8th-graders (ranging from 4 to 6 points).

NAEP results also permit state-level comparisons of the abilities of 4th- and 8th-graders in public schools. Of the 42 states that participated in 1992 and 2005 at grade 4, there were increases in average reading scores in 20 states and decreases in 3 between these years (see supplemental table 12-4). In grade 8, of the 38 states that participated in 1998 and 2005, there were 3 states with higher average scores and 8 with lower average scores.

<sup>1</sup> The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis.

<sup>2</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations, achievement levels, and NAEP.

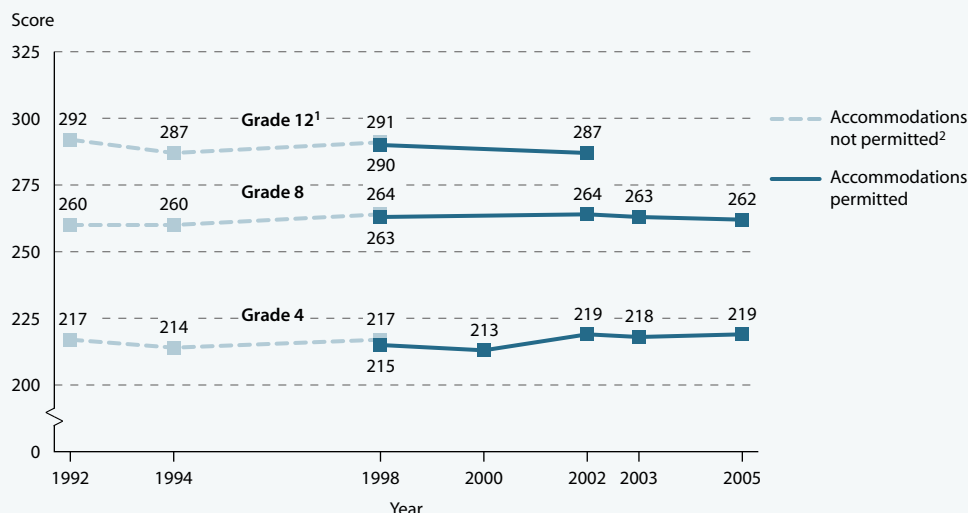
SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

FOR MORE INFORMATION:

Supplemental Notes 1, 4  
Supplemental Tables 12-1,  
12-2, 12-3, 12-4



**READING PERFORMANCE: Average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005**



## Reading Performance of Students in Grades 4 and 8

**Table 12-1. Average reading score, by grade and percentile: Various years, 1992–2005**

| Grade and percentile            | 1992 <sup>1</sup> | 1994 <sup>1</sup> | 1998 <sup>1</sup> | 1998 | 2000 | 2002 | 2003 | 2005 |
|---------------------------------|-------------------|-------------------|-------------------|------|------|------|------|------|
| Grade 4                         | 217               | 214               | 217               | 215  | 213  | 219  | 218  | 219  |
| Standard deviation <sup>2</sup> | 36                | 41                | 38                | 39   | 42   | 36   | 37   | 36   |
| Grade 8                         | 260               | 260               | 264               | 263  | —    | 264  | 263  | 262  |
| Standard deviation <sup>2</sup> | 36                | 37                | 35                | 35   | —    | 34   | 35   | 35   |
| Grade 12                        | 292               | 287               | 291               | 290  | —    | 287  | —    | —    |
| Standard deviation <sup>2</sup> | 33                | 37                | 38                | 38   | —    | 37   | —    | —    |
| Percentile <sup>3</sup>         |                   |                   |                   |      |      |      |      |      |
| Grade 4                         |                   |                   |                   |      |      |      |      |      |
| 10th                            | 170               | 159               | 167               | 163  | 159  | 170  | 169  | 171  |
| 25th                            | 194               | 189               | 193               | 191  | 189  | 196  | 195  | 196  |
| 50th                            | 219               | 219               | 220               | 217  | 218  | 221  | 221  | 221  |
| 75th                            | 242               | 243               | 244               | 242  | 243  | 244  | 244  | 244  |
| 90th                            | 261               | 263               | 263               | 262  | 262  | 263  | 264  | 263  |
| Grade 8                         |                   |                   |                   |      |      |      |      |      |
| 10th                            | 213               | 211               | 217               | 216  | —    | 220  | 217  | 216  |
| 25th                            | 237               | 236               | 242               | 241  | —    | 244  | 242  | 240  |
| 50th                            | 262               | 262               | 267               | 266  | —    | 267  | 266  | 265  |
| 75th                            | 285               | 286               | 288               | 288  | —    | 288  | 288  | 286  |
| 90th                            | 305               | 305               | 305               | 306  | —    | 305  | 306  | 305  |
| Grade 12                        |                   |                   |                   |      |      |      |      |      |
| 10th                            | 249               | 239               | 242               | 240  | —    | 237  | —    | —    |
| 25th                            | 271               | 264               | 268               | 267  | —    | 263  | —    | —    |
| 50th                            | 294               | 290               | 293               | 293  | —    | 289  | —    | —    |
| 75th                            | 315               | 313               | 317               | 317  | —    | 312  | —    | —    |
| 90th                            | 333               | 332               | 337               | 336  | —    | 332  | —    | —    |

— Not available.

<sup>1</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

<sup>2</sup> The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

<sup>3</sup> A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), figures 1 and 10 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

## Reading Performance of Students in Grades 4 and 8

**Table 12-2. Percentage of students at each reading achievement level, by grade: Various years, 1992–2005**

| Grade and achievement level | 1992 <sup>1</sup> | 1994 <sup>1</sup> | 1998 <sup>1</sup> | 1998 | 2000 | 2002 | 2003 | 2005 |
|-----------------------------|-------------------|-------------------|-------------------|------|------|------|------|------|
| <b>Grade 4</b>              |                   |                   |                   |      |      |      |      |      |
| Below Basic                 | 37.9              | 39.5              | 37.6              | 40.4 | 40.5 | 36.1 | 36.6 | 35.8 |
| At or above Basic           | 62.1              | 60.5              | 62.4              | 59.6 | 59.5 | 63.9 | 63.4 | 64.2 |
| At or above Proficient      | 28.6              | 29.6              | 30.8              | 29.3 | 29.4 | 31.5 | 31.5 | 31.5 |
| At Advanced                 | 6.4               | 7.4               | 7.3               | 7.1  | 6.9  | 7.1  | 7.7  | 7.5  |
| <b>Grade 8</b>              |                   |                   |                   |      |      |      |      |      |
| Below Basic                 | 30.5              | 30.4              | 25.9              | 26.6 | —    | 24.5 | 26.2 | 27.4 |
| At or above Basic           | 69.5              | 69.6              | 74.1              | 73.4 | —    | 75.5 | 73.8 | 72.6 |
| At or above Proficient      | 29.2              | 29.5              | 33.2              | 32.3 | —    | 32.6 | 32.2 | 30.8 |
| At Advanced                 | 2.9               | 2.8               | 2.7               | 2.6  | —    | 2.8  | 3.2  | 3.0  |
| <b>Grade 12</b>             |                   |                   |                   |      |      |      |      |      |
| Below Basic                 | 20.3              | 25.5              | 23.0              | 23.7 | —    | 26.3 | —    | —    |
| At or above Basic           | 79.7              | 74.5              | 77.0              | 76.3 | —    | 73.7 | —    | —    |
| At or above Proficient      | 40.2              | 36.3              | 40.2              | 40.1 | —    | 36.0 | —    | —    |
| At Advanced                 | 3.9               | 4.2               | 5.7               | 5.6  | —    | 4.5  | —    | —    |

— Not available.

<sup>1</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations, achievement levels, and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

## Reading Performance of Students in Grades 4 and 8

**Table 12-3. Average reading score for 4th- and 8th-graders, by selected student and school characteristics: 1992 and 2005**

| Student or school characteristic                            | Grade 4           |            | Grade 8           |            |
|---|-------------------|------------|-------------------|------------|
|   | 1992 <sup>1</sup> | 2005       | 1992 <sup>1</sup> | 2005       |
| <b>Total</b>  | <b>217</b>        | <b>219</b> | <b>260</b>        | <b>262</b> |
| Sex   |                   |            |                   |            |
| Male  | 213               | 216        | 254               | 257        |
| Female  | 221               | 222        | 267               | 267        |
| Race/ethnicity <sup>2</sup>                                 |                   |            |                   |            |
| White   | 224               | 229        | 267               | 271        |
| Black   | 192               | 200        | 237               | 243        |
| Hispanic  | 197               | 203        | 241               | 246        |
| Asian/Pacific Islander                                      | 216               | 229        | 268               | 271        |
| American Indian   | ‡                 | 204        | ‡                 | 249        |
| Parents' education  |                   |            |                   |            |
| Less than high school                                       | —                 | —          | 243               | 244        |
| High school diploma or equivalent                           | —                 | —          | 251               | 252        |
| Some college  | —                 | —          | 265               | 265        |
| Bachelor's degree or higher                                 | —                 | —          | 271               | 272        |
| How often student discusses studies at home                 |                   |            |                   |            |
| Every day   | —                 | 218        | —                 | 267        |
| 1–3 times a week  | —                 | 226        | —                 | 268        |
| 1–2 times a month   | —                 | 216        | —                 | 258        |
| Never/hardly ever   | —                 | 212        | —                 | 252        |
| Number of books in the home                                 |                   |            |                   |            |
| 0–10  | —                 | 195        | —                 | 238        |
| 11–25   | —                 | 205        | —                 | 248        |
| 26–100  | —                 | 224        | —                 | 264        |
| More than 100   | —                 | 229        | —                 | 278        |
| Location  |                   |            |                   |            |
| Central city  | —                 | 213        | —                 | 257        |
| Urban fringe/large town                                     | —                 | 223        | —                 | 266        |
| Rural/small town  | —                 | 219        | —                 | 263        |
| Students in school eligible for free or reduced-price lunch |                   |            |                   |            |
| 10 percent or less  | —                 | 238        | —                 | 279        |
| 11–25 percent   | —                 | 230        | —                 | 270        |
| 26–50 percent   | —                 | 221        | —                 | 262        |
| 51–75 percent   | —                 | 211        | —                 | 252        |
| More than 75 percent  | —                 | 197        | —                 | 240        |

— Not available.

‡ Reporting standards not met (too few cases).

<sup>1</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

<sup>2</sup> American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2005 Reading Assessments, previously unpublished tabulation (November 2005).

## Reading Performance of Students in Grades 4 and 8

**Table 12-4. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005**

| State                | Grade 4               |   | Grade 8               |   |
|----------------------|-----------------------|---|-----------------------|---|
|                      | Average score in 2005 | Change from 1992 <sup>1</sup> average score | Average score in 2005 | Change from 1998 <sup>1</sup> average score |
| <b>United States</b> | <b>217</b>            | <b>2*</b>                                   | <b>260</b>            | <b>#</b>                                    |
| Alabama              | 208                   | #   | 252                   | -3  |
| Alaska               | 211                   | —   | 259                   | —   |
| Arizona              | 207                   | -2  | 255                   | -5*   |
| Arkansas             | 217                   | 6*  | 258                   | 2   |
| California           | 207                   | 4*  | 250                   | -2  |
| Colorado             | 224                   | 7*  | 265                   | 1   |
| Connecticut          | 226                   | 4*  | 264                   | -6*   |
| Delaware             | 226                   | 13*   | 266                   | 12*   |
| District of Columbia | 191                   | 3*  | 238                   | 2   |
| Florida              | 219                   | 11*   | 256                   | 1   |
| Georgia              | 214                   | 2   | 257                   | #   |
| Hawaii               | 210                   | 6*  | 249                   | #   |
| Idaho                | 222                   | 3*  | 264                   | —   |
| Illinois             | 216                   | —   | 264                   | —   |
| Indiana              | 218                   | -3  | 261                   | —   |
| Iowa                 | 221                   | -5*   | 267                   | —   |
| Kansas               | 220                   | —   | 267                   | -1  |
| Kentucky             | 220                   | 7*  | 264                   | 2   |
| Louisiana            | 209                   | 5*  | 253                   | 1   |
| Maine                | 225                   | -2  | 270                   | -1  |
| Maryland             | 220                   | 9*  | 261                   | #   |
| Massachusetts        | 231                   | 5*  | 274                   | 5*  |
| Michigan             | 218                   | 2   | 261                   | —   |
| Minnesota            | 225                   | 4*  | 268                   | 3   |
| Mississippi          | 204                   | 5*  | 251                   | -1  |
| Missouri             | 221                   | 1   | 265                   | 2   |
| Montana              | 225                   | —   | 269                   | -2  |
| Nebraska             | 221                   | #   | 267                   | —   |
| Nevada               | 207                   | —   | 253                   | -5*   |
| New Hampshire        | 227                   | #   | 270                   | —   |
| New Jersey           | 223                   | #   | 269                   | —   |
| New Mexico           | 207                   | -4*   | 251                   | -7*   |
| New York             | 223                   | 8*  | 265                   | #   |
| North Carolina       | 217                   | 6*  | 258                   | -4*   |
| North Dakota         | 225                   | -1  | 270                   | —   |
| Ohio                 | 223                   | 5*  | 267                   | —   |
| Oklahoma             | 214                   | -6*   | 260                   | -6*   |
| Oregon               | 217                   | —   | 263                   | -3  |
| Pennsylvania         | 223                   | 2   | 267                   | —   |
| Rhode Island         | 216                   | #   | 261                   | -3*   |
| South Carolina       | 213                   | 3   | 257                   | 2   |

See notes at end of table.

## Reading Performance of Students in Grades 4 and 8

**Table 12-4.** Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued

| State         | Grade 4               |   | Grade 8               |   |
|---------------|-----------------------|---|-----------------------|---|
|               | Average score in 2005 | Change from 1992 <sup>1</sup> average score | Average score in 2005 | Change from 1998 <sup>1</sup> average score |
| South Dakota  | 222                   | —   | 269                   | —   |
| Tennessee     | 214                   | 2   | 259                   | 1   |
| Texas         | 219                   | 6*  | 258                   | -3  |
| Utah          | 221                   | 1   | 262                   | -2  |
| Vermont       | 227                   | —   | 269                   | —   |
| Virginia      | 226                   | 5*  | 268                   | 1   |
| Washington    | 223                   | —   | 265                   | 1   |
| West Virginia | 215                   | -1  | 255                   | -7*   |
| Wisconsin     | 221                   | -2  | 266                   | 1   |
| Wyoming       | 223                   | #   | 268                   | 5*  |

— Not available (state did not participate in earlier assessment).

# Rounds to zero.

\* Change in score is statistically significant ( $p < .05$ ).

<sup>1</sup> 1992 was the first year for state-level data in grade 4, and 1998 was the first year for state-level data in grade 8. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1992 reading assessment.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), tables 3 and 4 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments.

## Reading Performance of Students in Grades 4 and 8

**Table S12.** Standard errors for the average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005

| Grade    | 1992 <sup>†</sup> | 1994 <sup>†</sup> | 1998 <sup>†</sup> | 1998 | 2000 | 2002 | 2003 | 2005 |
|----------|-------------------|-------------------|-------------------|------|------|------|------|------|
| Grade 4  | 0.9               | 1.0               | 0.8               | 1.1  | 1.3  | 0.4  | 0.3  | 0.2  |
| Grade 8  | 0.9               | 0.8               | 0.8               | 0.8  | †    | 0.4  | 0.3  | 0.2  |
| Grade 12 | 0.6               | 0.7               | 0.7               | 0.6  | †    | 0.7  | †    | †    |

† Not applicable.

<sup>†</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

## Reading Performance of Students in Grades 4 and 8

**Table S12-1. Standard errors for the average reading score, by grade and percentile: Various years, 1992–2005**

| Grade and percentile | 1992 <sup>1</sup> | 1994 <sup>1</sup> | 1998 <sup>1</sup> | 1998 | 2000 | 2002 | 2003 | 2005 |
|----------------------|-------------------|-------------------|-------------------|------|------|------|------|------|
| Grade 4              | 0.9               | 1.0               | 0.8               | 1.1  | 1.3  | 0.4  | 0.3  | 0.2  |
| Standard deviation   | 0.6               | 0.6               | 0.6               | 0.7  | 0.9  | 0.3  | 0.2  | 0.1  |
| Grade 8              | 0.9               | 0.8               | 0.8               | 0.8  | †    | 0.4  | 0.3  | 0.2  |
| Standard deviation   | 0.3               | 0.4               | 0.6               | 0.5  | †    | 0.3  | 0.2  | 0.1  |
| Grade 12             | 0.6               | 0.7               | 0.7               | 0.6  | †    | 0.7  | †    | †    |
| Standard deviation   | 0.4               | 0.5               | 0.5               | 0.4  | †    | 0.4  | †    | †    |
| Percentile           |                   |                   |                   |      |      |      |      |      |
| Grade 4              |                   |                   |                   |      |      |      |      |      |
| 10th                 | 1.9               | 1.5               | 1.4               | 2.1  | 2.3  | 0.9  | 0.5  | 0.4  |
| 25th                 | 1.1               | 1.1               | 0.9               | 1.7  | 1.4  | 0.5  | 0.4  | 0.3  |
| 50th                 | 1.3               | 1.3               | 1.2               | 1.3  | 1.7  | 0.5  | 0.3  | 0.2  |
| 75th                 | 1.1               | 1.3               | 0.9               | 0.9  | 0.8  | 0.5  | 0.3  | 0.3  |
| 90th                 | 1.4               | 1.7               | 0.9               | 0.9  | 1.4  | 0.4  | 0.3  | 0.3  |
| Grade 8              |                   |                   |                   |      |      |      |      |      |
| 10th                 | 1.2               | 1.9               | 1.9               | 1.7  | †    | 0.5  | 0.6  | 0.3  |
| 25th                 | 1.1               | 1.1               | 0.9               | 0.7  | †    | 0.5  | 0.3  | 0.2  |
| 50th                 | 1.1               | 0.7               | 0.8               | 0.7  | †    | 0.5  | 0.3  | 0.2  |
| 75th                 | 0.8               | 1.1               | 0.6               | 1.0  | †    | 0.4  | 0.3  | 0.2  |
| 90th                 | 1.3               | 1.2               | 1.0               | 0.8  | †    | 0.5  | 0.2  | 0.2  |
| Grade 12             |                   |                   |                   |      |      |      |      |      |
| 10th                 | 0.8               | 0.9               | 1.3               | 0.6  | †    | 1.5  | †    | †    |
| 25th                 | 0.8               | 0.9               | 1.2               | 0.8  | †    | 1.3  | †    | †    |
| 50th                 | 0.8               | 0.6               | 0.9               | 0.6  | †    | 0.7  | †    | †    |
| 75th                 | 0.5               | 0.8               | 0.9               | 0.7  | †    | 0.6  | †    | †    |
| 90th                 | 0.7               | 1.2               | 0.8               | 0.8  | †    | 0.9  | †    | †    |

† Not applicable.

<sup>1</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

## Reading Performance of Students in Grades 4 and 8

**Table S12-2. Standard errors for the percentage of students at each reading achievement level, by grade: Various years, 1992–2005**

| Grade and achievement level | 1992 <sup>†</sup> | 1994 <sup>†</sup> | 1998 <sup>†</sup> | 1998 | 2000 | 2002 | 2003 | 2005 |
|-----------------------------|-------------------|-------------------|-------------------|------|------|------|------|------|
| <b>Grade 4</b>              |                   |                   |                   |      |      |      |      |      |
| Below Basic                 | 1.06              | 1.03              | 0.94              | 1.19 | 1.35 | 0.47 | 0.30 | 0.31 |
| At or above Basic           | 1.06              | 1.03              | 0.94              | 1.19 | 1.35 | 0.47 | 0.30 | 0.31 |
| At or above Proficient      | 1.22              | 1.09              | 0.86              | 0.95 | 1.09 | 0.44 | 0.33 | 0.24 |
| At Advanced                 | 0.62              | 0.71              | 0.47              | 0.47 | 0.58 | 0.20 | 0.13 | 0.13 |
| <b>Grade 8</b>              |                   |                   |                   |      |      |      |      |      |
| Below Basic                 | 0.97              | 0.89              | 0.88              | 0.80 | †    | 0.47 | 0.26 | 0.19 |
| At or above Basic           | 0.97              | 0.89              | 0.88              | 0.80 | †    | 0.47 | 0.26 | 0.19 |
| At or above Proficient      | 1.12              | 0.91              | 0.94              | 1.05 | †    | 0.51 | 0.27 | 0.20 |
| At Advanced                 | 0.33              | 0.27              | 0.37              | 0.27 | †    | 0.19 | 0.08 | 0.10 |
| <b>Grade 12</b>             |                   |                   |                   |      |      |      |      |      |
| Below Basic                 | 0.60              | 0.73              | 0.94              | 0.70 | †    | 0.75 | †    | †    |
| At or above Basic           | 0.60              | 0.73              | 0.94              | 0.70 | †    | 0.75 | †    | †    |
| At or above Proficient      | 0.83              | 0.96              | 0.93              | 0.73 | †    | 0.84 | †    | †    |
| At Advanced                 | 0.28              | 0.54              | 0.37              | 0.36 | †    | 0.27 | †    | †    |

† Not applicable.

<sup>†</sup> Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

## Reading Performance of Students in Grades 4 and 8

**Table S12-3. Standard errors for the average reading score for 4th- and 8th-graders, by selected student and school characteristics: 1992 and 2005**

| Student or school characteristic                            | Grade 4    |            | Grade 8    |            |
|---|------------|------------|------------|------------|
|   | 1992       | 2005       | 1992       | 2005       |
| <b>Total</b>  | <b>0.9</b> | <b>0.2</b> | <b>0.9</b> | <b>0.2</b> |
| Sex   |            |            |            |            |
| Male  | 1.2        | 0.2        | 1.1        | 0.2        |
| Female  | 1.0        | 0.3        | 1.0        | 0.2        |
| Race/ethnicity  |            |            |            |            |
| White   | 1.2        | 0.2        | 1.1        | 0.2        |
| Black   | 1.7        | 0.3        | 1.7        | 0.4        |
| Hispanic  | 2.6        | 0.5        | 1.6        | 0.4        |
| Asian/Pacific Islander                                      | 2.9        | 0.7        | 3.9        | 0.8        |
| American Indian   | †          | 1.3        | †          | 1.4        |
| Parents' education  |            |            |            |            |
| Less than high school                                       | †          | †          | 1.4        | 0.5        |
| High school diploma or equivalent                           | †          | †          | 1.4        | 0.4        |
| Some college  | †          | †          | 1.1        | 0.3        |
| Bachelor's degree or higher                                 | †          | †          | 1.0        | 0.2        |
| How often student discusses studies at home                 |            |            |            |            |
| Every day   | †          | 0.3        | †          | 0.3        |
| 1–3 times a week  | †          | 0.3        | †          | 0.2        |
| 1–2 times a month   | †          | 0.4        | †          | 0.3        |
| Never/hardly ever   | †          | 0.3        | †          | 0.4        |
| Number of books in the home                                 |            |            |            |            |
| 0–10  | †          | 0.4        | †          | 0.4        |
| 11–25   | †          | 0.4        | †          | 0.3        |
| 26–100  | †          | 0.2        | †          | 0.2        |
| More than 100   | †          | 0.3        | †          | 0.2        |
| Location  |            |            |            |            |
| Central city  | †          | 0.4        | †          | 0.4        |
| Urban fringe/large town                                     | †          | 0.3        | †          | 0.3        |
| Rural/small town  | †          | 0.3        | †          | 0.4        |
| Students in school eligible for free or reduced-price lunch |            |            |            |            |
| 10 percent or less  | †          | 0.5        | †          | 0.4        |
| 11–25 percent   | †          | 0.3        | †          | 0.4        |
| 26–50 percent   | †          | 0.3        | †          | 0.3        |
| 51–75 percent   | †          | 0.4        | †          | 0.4        |
| More than 75 percent  | †          | 0.4        | †          | 0.6        |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2005 Reading Assessments, previously unpublished tabulation (November 2005).

## Reading Performance of Students in Grades 4 and 8

**Table S12-4. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005**

| State                | Grade 4               |                                | Grade 8               |                                |
|----------------------|-----------------------|--------------------------------|-----------------------|--------------------------------|
|                      | Average score in 2005 | Change from 1992 average score | Average score in 2005 | Change from 1998 average score |
| <b>United States</b> | <b>0.2</b>            | <b>1.1</b>                     | <b>0.2</b>            | <b>†</b>                       |
| Alabama              | 1.2                   | †                              | 1.4                   | 2.0                            |
| Alaska               | 1.4                   | †                              | 0.9                   | †                              |
| Arizona              | 1.6                   | 2.0                            | 1.0                   | 1.5                            |
| Arkansas             | 1.1                   | 1.6                            | 1.1                   | 1.7                            |
| California           | 0.7                   | 2.1                            | 0.6                   | 1.7                            |
| Colorado             | 1.1                   | 1.6                            | 1.1                   | 1.5                            |
| Connecticut          | 1.0                   | 1.6                            | 1.3                   | 1.7                            |
| Delaware             | 0.8                   | 1.0                            | 0.6                   | 1.5                            |
| District of Columbia | 1.0                   | 1.2                            | 0.9                   | 2.3                            |
| Florida              | 0.9                   | 1.6                            | 1.2                   | 1.8                            |
| Georgia              | 1.2                   | 1.9                            | 1.3                   | †                              |
| Hawaii               | 1.0                   | 2.0                            | 0.9                   | †                              |
| Idaho                | 0.9                   | 1.3                            | 1.1                   | †                              |
| Illinois             | 1.2                   | †                              | 1.0                   | †                              |
| Indiana              | 1.1                   | 1.7                            | 1.1                   | †                              |
| Iowa                 | 0.9                   | 1.4                            | 0.9                   | †                              |
| Kansas               | 1.3                   | †                              | 1.0                   | 1.7                            |
| Kentucky             | 1.1                   | 1.7                            | 1.1                   | 1.8                            |
| Louisiana            | 1.3                   | 1.7                            | 1.6                   | 2.1                            |
| Maine                | 0.9                   | 1.4                            | 1.0                   | 1.5                            |
| Maryland             | 1.3                   | 2.0                            | 1.2                   | †                              |
| Massachusetts        | 0.9                   | 1.3                            | 1.0                   | 1.7                            |
| Michigan             | 1.5                   | 2.1                            | 1.2                   | †                              |
| Minnesota            | 1.3                   | 1.8                            | 1.2                   | 1.8                            |
| Mississippi          | 1.3                   | 1.9                            | 1.3                   | 1.7                            |
| Missouri             | 0.9                   | 1.5                            | 1.0                   | 1.7                            |
| Montana              | 1.1                   | †                              | 0.7                   | 1.5                            |
| Nebraska             | 1.2                   | †                              | 0.9                   | †                              |
| Nevada               | 1.2                   | †                              | 0.9                   | 1.4                            |
| New Hampshire        | 0.9                   | †                              | 1.2                   | †                              |
| New Jersey           | 1.3                   | †                              | 1.2                   | †                              |
| New Mexico           | 1.3                   | 1.9                            | 1.0                   | 1.6                            |
| New York             | 1.0                   | 1.7                            | 1.0                   | †                              |
| North Carolina       | 1.0                   | 1.5                            | 0.9                   | 1.4                            |
| North Dakota         | 0.7                   | 1.3                            | 0.6                   | †                              |
| Ohio                 | 1.4                   | 1.9                            | 1.3                   | †                              |
| Oklahoma             | 1.1                   | 1.4                            | 1.1                   | 1.6                            |
| Oregon               | 1.4                   | †                              | 1.1                   | 1.9                            |
| Pennsylvania         | 1.3                   | 1.8                            | 1.3                   | †                              |
| Rhode Island         | 1.2                   | †                              | 0.7                   | 1.2                            |
| South Carolina       | 1.3                   | 1.9                            | 1.1                   | 1.5                            |

See notes at end of table.

# Reading Performance of Students in Grades 4 and 8

Table S12-4. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued

| State         | Grade 4               |                                | Grade 8               |                                |
|---------------|-----------------------|--------------------------------|-----------------------|--------------------------------|
|               | Average score in 2005 | Change from 1992 average score | Average score in 2005 | Change from 1998 average score |
| South Dakota  | 0.5                   | †                              | 0.6                   | †                              |
| Tennessee     | 1.4                   | 2.0                            | 0.9                   | 1.5                            |
| Texas         | 0.8                   | 1.7                            | 0.6                   | 1.5                            |
| Utah          | 1.0                   | 1.5                            | 0.8                   | 1.3                            |
| Vermont       | 0.9                   | †                              | 0.7                   | †                              |
| Virginia      | 0.8                   | 1.6                            | 1.0                   | 1.5                            |
| Washington    | 1.1                   | †                              | 1.3                   | 1.7                            |
| West Virginia | 0.8                   | 1.5                            | 1.2                   | 1.6                            |
| Wisconsin     | 1.0                   | 1.4                            | 1.1                   | 2.2                            |
| Wyoming       | 0.7                   | †                              | 0.7                   | 1.5                            |

† Not applicable.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments, previously unpublished tabulation (November 2005).